

Leadership as a Practice Educator

Module Information

2022.01, Approved

Summary Information

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|---------------------|-----------------------------------|
| Module Code | 6005PM |
| Formal Module Title | Leadership as a Practice Educator |
| Owning School | Nursing and Allied Health |
| Career | Undergraduate |
| Credits | 20 |
| Academic level | FHEQ Level 6 |
| Grading Schema | 40 |

Teaching Responsibility

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|-----------------------------------|
| LJMU Schools involved in Delivery |
| Nursing and Allied Health |

Learning Methods

| Learning Method Type | Hours |
|----------------------|-------|
| Lecture | 48 |
| Online | 15 |
| Tutorial | 2 |

Module Offering(s)

| Display Name | Location | Start Month | Duration Number Duration Unit |
|--------------|----------|-------------|-------------------------------|
| SEP-CTY | CTY | September | 12 Weeks |

Aims and Outcomes

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| Aims | Develop evidence based person-centred reflective approaches in professional practice. |
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After completing the module the student should be able to:

Learning Outcomes

| Code | Number | Description |
|------|--------|--|
| MLO1 | 1 | Critically review the impact of leadership styles on learning in practice based environments. |
| MLO2 | 2 | Critically explore the Practice Educator's role as an accountable practitioner in the context of learner development and patient protection. |
| MLO3 | 3 | Critically evaluate different methods of teaching and assessing in the practice setting. |
| MLO4 | 4 | Critically review the evidence base underpinning the application of theoretical learning in a practice setting. |
| MLO5 | 5 | Critically analyse how effective working relationships with learners based on mutual trust and respect can be nurtured in an inter-professional environment. |

Module Content

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| Outline Syllabus | Principles of learning, teaching, assessment & accountability. Communication methods & working relationships with students / registrants and the inter-professional team. Tripartite relationships / learning agreements. Clinical mentorship/practice education and facilitation of learner. Developing the clinical learning environment. Competence-based assessment in the practice setting. Developing effective roles and positive relationships within teams. Reviewing a new model for leadership development. NHS Healthcare model. Collaboration and respecting boundaries of other professionals. Contributions of other professionals to leadership direction. Significance of diversity and anti discriminatory practice. Consideration of leadership and Practice Education on human factors. The scope of professional practice. |
| Module Overview | This module will enable you to explore how to facilitate lifelong learning in others by developing your mentoring, teaching and assessing skills in the urgent and emergency care setting. |
| Additional Information | This module will enable students to explore how to facilitate lifelong learning in others by developing their mentoring, teaching and assessing skills in the urgent and emergency care setting. This will be combined with an opportunity to build on the NHS Leadership Framework. We will keep that focus and concentrate on leadership within the ambulance service and how leadership combines with teaching and learning in practice. |

Assessments

| Assignment Category | Assessment Name | Weight | Exam/Test Length (hours) | Module Learning Outcome Mapping |
|---------------------|----------------------|--------|--------------------------|---------------------------------|
| Portfolio | Reflective portfolio | 100 | 0 | MLO1, MLO2, MLO3, MLO4, MLO5 |

Module Contacts

Module Leader

| Contact Name | Applies to all offerings | Offerings |
|--------------|--------------------------|-----------|
| Jason Comber | Yes | N/A |

| Contact Name | Applies to all offerings | Offerings |
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